

# **INTERNATIONAL TRAVEL**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

*Prepared by*

Michael Jeffers, Central High School, Helena/W. Helena

*Facilitated by*

Karen Chisholm, Program Manager  
Office of Assessment and Curriculum  
Arkansas Department of Workforce Education

*Edited by*

Sandra Porter, Program Manager  
Jim Brock, Program Advisor  
Ted Dean, Program Advisor  
Ginger Fisher, Program Advisor  
LaTrenda Jackson, Program Advisor  
Office of Business/Marketing Technology  
Arkansas Department of Workforce Education

*Disseminated by*

Career and Technical Education  
Office of Assessment and Curriculum  
Arkansas Department of Workforce Education

# INTERNATIONAL TRAVEL

Suggestion:

The contents of these frameworks are not intended to be taught in this order as independent units. Many of the skills are best introduced in one unit and then spiraled back to in future units with more complexity added. However, by the end of the semester, all skills should be taught.

# Curriculum Content Frameworks

## INTERNATIONAL TRAVEL

Grade Levels: 10, 11, 12  
Course Code: 492230

Prerequisite: Introduction to Travel & Tourism

Course Description: International Travel is a one-semester course that provides detailed coverage of international air travel; geography; international airfares and ticketing procedures; travel requirements; travel in Europe, Russia, Asia, and the Pacific; ecotourism analysis; and broadening of global horizons to maximize cultural understanding.

### Table of Contents

|  | Page |
|--|------|
| Unit 1: Introduction to International Travel | 1    |
| Unit 2: Air Travel Geography                 | 3    |
| Unit 3: Travel Requirements                  | 5    |
| Unit 4: International Airfares and Ticketing | 7    |
| Unit 5: International Ticketing              | 9    |
| Unit 6: Travel in Europe                     | 10   |
| Unit 7: The New Russia                       | 12   |
| Unit 8: Asia and the Pacific                 | 13   |
| Unit 9: Developing Nations                   | 14   |
| Unit 10: Sustainable Tourism                 | 15   |
| Glossary                                     | 16   |

# Unit 1: Introduction to International Travel

Hours: 10

**Terminology:** Cholera, Hepatitis A, Hepatitis B, International arrivals, International tourism receipts, International tourist, International visitor, Jet lag, Malaria, Meningococcal meningitis bacteria, Motion sickness, Tetanus, Traveler, Traveler's diarrhea, Typhoid fever, World Tourism Organization (WTO), World Travel and Tourism Council (WTTC), Yellow fever

| CAREER and TECHNICAL SKILLS           |   | ACADEMIC and WORKPLACE SKILLS         |   |                     |   |   |
|---------------------------------------|---|---------------------------------------|---|---------------------|---|---|
| What the Student Should be Able to Do |   | What the Instruction Should Reinforce |   |                     |   |   |
| Knowledge                             |   | Application                           |   | Skill Group         | Skill                                       | Description   |
| 1.1                                   | Define terminology  | 1.1.1                                 | Prepare a list of terms with definitions  | Foundation          | Reading                                     | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to international travel [1.3.6] |
| 1.2                                   | Discuss the main factors that generate international travel   | 1.2.1                                 | Identify and discuss travel professions, historical reasons to travel, and growth in the industry | Foundation          | Speaking                                    | Communicates a thought, idea, or fact in spoken form [1.5.5]  |
|                                       |   | 1.2.2                                 | Identify and discuss the necessity to travel and travel for leisure                               |                     |   |   |
| 1.3                                   | Discuss the purpose of the World Tourism Organization (WTO) and the six regions into which international travel and tourism is divided                        | 1.3.1                                 | Research and discuss the WTO and list its responsibilities  | Foundation          | Science                                     | Applies knowledge to complete a practical task [1.4.3]  |
|                                       |   | 1.3.2                                 | Construct a map of tourism regions  |                     |   | Constructs graph of data [1.4.9]  |
| 1.4                                   | Identify trends in regional international tourist arrivals in the Middle East, East Asia and the Pacific region, south Asia, the Americas, Europe, and Africa | 1.4.1                                 | Research, identify, and list international tourism trends according to WTO regions                | Foundation          | Reading                                     | Comprehends written information, and applies it to a task [1.3.8]   |
| 1.5                                   | Discuss the foundation of the World Travel & Tourism Council (WTTC) and the goal of this organization   | 1.5.1                                 | Identify and discuss relevant details, facts, and specifications of the WTTC                      | Foundation          | Reading                                     | Comprehends written information for main ideas [1.3.7]  |
| 1.6                                   | Identify the travel and tourism industry as an employer   | 1.6.1                                 | Identify careers available in tourism   | Personal Management | Career Awareness, Development, and Mobility | Explores career opportunities [3.1.6]<br><br>Identifies education and training needed to achieve goals [3.1.8]  |

| CAREER and TECHNICAL SKILLS           |  |             |  | ACADEMIC and WORKPLACE SKILLS         |                            |  |
|---------------------------------------|--|-------------|--|---------------------------------------|----------------------------|--|
| What the Student Should be Able to Do |  |             |  | What the Instruction Should Reinforce |                            |  |
| Knowledge                             |  | Application |  | Skill Group                           | Skill                      | Description  |
| 1.7                                   | Analyze the world's top tourism destinations               | 1.7.1       | Identify, analyze, and graph the top 40 world tourism destinations   | Foundation                            | Arithmetic/<br>Mathematics | Constructs tables/graphs/diagrams/charts to convey quantitative information [1.1.18] |
|                                       |  |             |  |                                       | Science                    | Applies knowledge to complete a practical task [1.4.3]                               |
|                                       |  |             |  |                                       |                            | Constructs graph of data [1.4.9]   |
| 1.8                                   | Discuss health issues associated with international travel | 1.8.1       | Use a Travel Planner or similar publication (Internet site) to research the health requirements for foreign travel | Foundation                            | Science                    | Follows safety guidelines [1.4.15]   |
|                                       |  |             |  |                                       |                            | Observes health code/sanitation requirements [1.4.18]                                |

## Unit 2: Air Travel Geography

### Hours: 5

**Terminology:** Airlines Reporting Corporation (ARC), Border, Eight Freedoms of the Air, Elapsed flying time, Flag carriers, Greenwich Mean Time (GMT), Interline agreement, International Airlines Travel Agency Network (IATAN), International Air Transport Association (IATA), Travel agent identification card

| CAREER and TECHNICAL SKILLS           |  | ACADEMIC and WORKPLACE SKILLS         |   |             |                   |   |
|---------------------------------------|--|---------------------------------------|---|-------------|-------------------|---|
| What the Student Should be Able to Do |  | What the Instruction Should Reinforce |   |             |                   |   |
| Knowledge                             |  | Application                           |   | Skill Group | Skill             | Description   |
| 2.1                                   | Define terminology   | 2.1.1                                 | Prepare a list of terms with definitions  | Foundation  | Reading           | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to air travel geography [1.3.6] |
| 2.2                                   | Discuss the Eight Freedoms of the Air  | 2.2                                   | Research, identify, and list the Eight Freedoms of the Air  | Foundation  | Reading           | Comprehends written information, and applies it to a task [1.3.8]   |
| 2.3                                   | Discuss the purpose and roles of the International Air Transport Association (IATA)  | 2.3.1                                 | Research and discuss IATA, and list its responsibilities  | Foundation  | Writing           | Communicates a thought, idea, or fact in written form in a clear, concise manner [1.6.6]  |
| 2.4                                   | Discuss the use of the universal aviation code when spelling the names of passengers, and give examples of the use of the code | 2.4.1                                 | Research and discuss the aviation code  | Foundation  | Writing           | Communicates a thought, idea, or fact in written form in a clear, concise manner [1.6.6]  |
|                                       |  | 2.4.2                                 | Write a student's name in code  | Thinking    | Creative Thinking | Develops visual aids to create audience interest [4.1.4]  |
|                                       |  | 2.4.3                                 | Using computer graphics, set up a table, and display the corresponding city codes, country, IATA area, and IATA sub areas |             |                   |   |
| 2.5                                   | Discuss the functions of the International Airlines Travel Agency Network (IATAN)  | 2.5.1                                 | Research and discuss IATAN  | Foundation  | Reading           | Comprehends written information for main ideas [1.3.7]  |

| CAREER and TECHNICAL SKILLS  |             |   | ACADEMIC and WORKPLACE SKILLS         |                            |  |
|--|-------------|---|---------------------------------------|----------------------------|--|
| What the Student Should be Able to Do  |             |   | What the Instruction Should Reinforce |                            |  |
| Knowledge  | Application |   | Skill Group                           | Skill                      | Description  |
| 2.6 Discuss Universal Time: 24-hour clock, time zones, and International Date Line | 2.6.1       | Research and create a 24-hour clock   | Foundation                            | Arithmetic/<br>Mathematics | Applies addition, subtraction, and division to real-world situations [1.1.1]                             |
|  | 2.6.2       | Create a time zone graph, and include the International Date Line   |                                       |                            | Constructs graphs/charts/tables [1.1.16]   |
|  | 2.6.3       | Calculate the elapsed flying times for five different scenarios using at least six different countries, and generate a report using computer graphics |                                       | Reading                    | Analyzes and applies what has been read to a specific task [1.3.2]                                       |
|  |             |   | Thinking                              | Writing                    | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                |
|  |             |   |                                       |                            | Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |
|  |             |   |                                       |                            | Organizes information in an appropriate format [1.6.10]  |
|  |             |   |                                       | Creative Thinking          | Develops visual aids to create audience interest [4.1.4]   |
|  |             |   |                                       | Problem Solving            | Comprehends ideas and concepts related to Universal Time [4.4.1]   |

## Unit 3: Travel Requirements

### Hours: 5

**Terminology:** Business visa, Consul, Customs officers, Diplomatic passport, Embassy, Green card, Immigration officers, Official passport, Passport, Regular passport, Student visa, Tourist card, Tourist visa exempt, Transit visa, Visa

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do                           |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |   |
|--|---|--|---|---|
| Knowledge  | Application   | Skill Group  | Skill   | Description   |
| 3.1 Define terminology   | 3.1.1 Prepare a list of terms with definitions  | Foundation   | Reading   | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to travel requirements [1.3.6]  |
| 3.2 Prepare documents needed for passport application  | 3.2.1 Research on the Internet what documents are needed to obtain a passport<br><br>3.2.2 Research online passport application<br><br>3.2.3 Fill out online passport application<br><br>3.2.4 Contact the postmaster who issues passport applications, and arrange for a lecture | Foundation   | Listening<br><br><br><br>Reading<br><br><br><br>Writing | Evaluates oral information/presentation [1.2.2]<br><br>Listens for content [1.2.3]<br><br>Follows written directions [1.3.13]<br><br>Identifies relevant details, facts, and specifications [1.3.16]<br><br>Completes form accurately [1.6.7]   |
| 3.3 Discuss the visa   | 3.3.1 Explain and discuss the need for a visa and the countries that require them<br><br>3.3.2 Discuss tourist visa exemptions  | Foundation   | Listening<br><br>Speaking                               | Receives and interprets verbal messages [1.2.8]<br><br>Communicates a thought, idea, or fact in spoken form [1.5.5]   |
| 3.4 Describe the main job of Customs and the U.S. Citizenship and Immigration Services (USCIS) | 3.4.1 List the main job of Customs and USCIS<br><br>3.4.2 Develop a handout for travelers that lists restricted items of international travel set by Customs  | Foundation   | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]<br><br>Produces neat, legible document from a typewriter or computer [1.6.15] |



| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                         |   |
|--|--|---|--|-------------------------|---|
| Knowledge  |  | Application   | Skill Group  | Skill                   | Description   |
| 3.5  | Discuss money, foreign currency, and taxes | 3.5.1 Explain currency exchange and the advantages and disadvantages of buying foreign currency | Foundation   | Arithmetic/ Mathematics | Applies computation skills to exchange currency [1.1.5]                     |
|  |  | 3.5.2 Use an Internet currency conversion program to change U.S. dollars to another currency    | Thinking   | Reasoning               | Comprehends ideas and concepts related to currency exchange [4.5.2]         |
|  |  | 3.5.3 Explain different taxes collected with airfares and international travel                  |  |                         | Sees relationship between two or more ideas, objects, or situations [4.5.5] |

## Unit 4: International Airfares and Ticketing

### Hours: 5

Terminology: Adult, Air Tariff Book, Apex fare, Child, Connection, Excursion fare, Infant, Normal fare, Point of origin, Stopover

| CAREER and TECHNICAL SKILLS           |   | ACADEMIC and WORKPLACE SKILLS         |   |             |                            |   |
|---------------------------------------|---|---------------------------------------|---|-------------|----------------------------|---|
| What the Student Should be Able to Do |   | What the Instruction Should Reinforce |   |             |                            |   |
| Knowledge                             |   | Application                           |   | Skill Group | Skill                      | Description   |
| 4.1                                   | Define terminology                                    | 4.1.1                                 | Prepare a list of terms with definitions  | Foundation  | Reading                    | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to international airfares/ticketing [1.3.6] |
| 4.2                                   | Differentiate between stopovers and connections       | 4.2.1                                 | Describe stopovers and connections; list the differences  | Foundation  | Listening                  | Comprehends ideas and concepts related to stopovers and connections [1.2.1]   |
|                                       |   |                                       |   |             | Writing                    | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]   |
| 4.3                                   | Differentiate among normal, excursion, and apex fares | 4.3.1                                 | Explain different types of fares, and list advantages of each   | Foundation  | Listening                  | Comprehends ideas and concepts related to the different types of airfares [1.2.1]   |
|                                       |   |                                       |   |             | Writing                    | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]   |
| 4.4                                   | Discuss infants' and children's fares                 | 4.4.1                                 | Discuss age levels and regulations for determining children's fares, and create a chart listing examples of fares | Foundation  | Arithmetic/<br>Mathematics | Calculates percentages, ratios, proportions, decimals, and common fractions [1.1.10]  |
|                                       |   |                                       |   |             | Listening                  | Comprehends ideas and concepts related to infant/children's fares [1.2.1]   |
|                                       |   |                                       |   |             | Writing                    | Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]  |
| 4.5                                   | Discuss the Air Tariff Book                           | 4.5.1                                 | Review examples of Air Tariff Book pages from an official book or example on the Internet                         | Foundation  | Listening                  | Comprehends ideas and concepts related to the Air Tariff Book [1.2.1]<br><br>Listens for content [1.2.3]  |
|                                       |   |                                       |   |             | Reading                    | Comprehends written information for main ideas [1.3.7]  |
|                                       |   |                                       |   | Thinking    | Reasoning                  | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |

| CAREER and TECHNICAL SKILLS           |                                 |             |  | ACADEMIC and WORKPLACE SKILLS         |           |  |
|---------------------------------------|---------------------------------|-------------|--|---------------------------------------|-----------|--|
| What the Student Should be Able to Do |                                 |             |  | What the Instruction Should Reinforce |           |  |
| Knowledge                             |                                 | Application |  | Skill Group                           | Skill     | Description  |
| 4.6                                   | Discuss automated fare displays | 4.6.1       | Explain and discuss automated fare displays and the use of modern technology to keep up with fares | Foundation                            | Listening | Comprehends ideas and concepts related to automated fare displays [1.2.1]<br><br>Listens for content [1.2.3] |
|                                       |                                 | 4.6.2       | Research the Internet for examples of automated fare displays                                      |                                       | Reading   | Comprehends written information for main ideas [1.3.7]   |
|                                       |                                 |             |  | Thinking                              | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]                                  |

## Unit 5: International Ticketing

### Hours: 5

Terminology: None

| CAREER and TECHNICAL SKILLS           |                                       |             |   | ACADEMIC and WORKPLACE SKILLS         |  |  |
|---------------------------------------|---------------------------------------|-------------|---|---------------------------------------|--|--|
| What the Student Should be Able to Do |                                       |             |   | What the Instruction Should Reinforce |  |  |
| Knowledge                             |                                       | Application |   | Skill Group                           | Skill  | Description  |
| 5.1                                   | Discuss IATA agent responsibilities   | 5.1.1       | Review the establishment of IATA, its rules and regulations, and introduce agent responsibilities           | Foundation                            | Listening  | Comprehends ideas and concepts related to IATA and IATA ticketing [1.2.1]<br><br>Listens for content [1.2.3] |
|                                       |                                       | 5.1.2       | Explain the IATA Ticketing Handbook   |                                       | Reading  | Comprehends written information for main ideas [1.3.7]   |
| 5.2                                   | Discuss international airline tickets | 5.2.1       | Present examples of international airline tickets and domestic airline tickets, and discuss the differences | Foundation                            | Listening  | Comprehends ideas and concepts related to international vs. domestic ticketing [1.2.1]                       |
|                                       |                                       |             |   | Thinking                              | Reasoning  | Sees relationship between two or more ideas, objects, or situations [4.5.5]                                  |
| 5.3                                   | Discuss baggage allowance             | 5.3.1       | Explain baggage allowance, free baggage, and conversion of pounds into kilos                                | Foundation                            | Arithmetic/ Mathematics  | Uses a mathematical formula to solve a problem [1.1.3]   |
|                                       |                                       | 5.3.2       | Formulate and create a conversion chart for allowable free baggage using pounds and kilos                   |                                       | Listening  | Comprehends ideas and concepts related to baggage allowance [1.2.1]  |
|                                       |                                       |             |   |                                       | Reading  | Comprehends written specifications, and applies them to a task [1.3.9]                                       |
|                                       |                                       |             |   |                                       | Science  | Determines quantities/measurements in English and metric units [1.4.14]                                      |
|                                       |                                       |             |   | Writing                               | Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |  |
|                                       |                                       |             | Thinking  | Reasoning                             | Comprehends ideas and concepts related to free baggage in pounds/kilos [4.4.1]                           |  |

## Unit 6: Travel in Europe

### Hours: 5

Terminology: Bank notes, BritRail pass, Channel Tunnel, Economic and Monetary Union (EMU), Eurailpass, Europass, European Currency Unit (ECU), European Economic Community (EEC), European Union (EU), Eurostar, LeShuttle, Maastricht Treaty, Nonparticipating countries, Rail pass

| CAREER and TECHNICAL SKILLS           |   |             |  | ACADEMIC and WORKPLACE SKILLS         |                                 |   |
|---------------------------------------|---|-------------|--|---------------------------------------|---------------------------------|---|
| What the Student Should be Able to Do |   |             |  | What the Instruction Should Reinforce |                                 |   |
| Knowledge                             |   | Application |  | Skill Group                           | Skill                           | Description   |
| 6.1                                   | Define terminology  | 6.1.1       | Prepare a list of terms with definitions   | Foundation                            | Reading                         | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to travel in Europe [1.3.6] |
| 6.2                                   | Visit the European Union Web site ( <a href="http://europa.eu">http://europa.eu</a> ), and explain its goals and concerns | 6.2.1       | List the goals of the European Union   | Foundation                            | Listening                       | Comprehends ideas and concepts related to the European Union [1.2.1]  |
|                                       |   | 6.2.2       | List the members of the European Union   |                                       | Reading                         | Determines what information is needed [1.3.10]  |
|                                       |   |             |  |                                       | Writing                         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]   |
| 6.3                                   | Discuss rail travel   | 6.3.1       | Discuss European rail service and types of rail passes   | Foundation                            | Listening                       | Receives and interprets verbal messages [1.2.8]   |
|                                       |   | 6.3.2       | Research and write a report on the Channel Tunnel and LeShuttle; insert pictures from the Internet into the report | Thinking                              | Writing                         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]   |
|                                       |   |             |  |                                       | Creative Thinking               | Combines ideas or information in a new way [4.1.2]  |
|                                       |   |             |  |                                       | Seeing Things in the Mind's Eye | Visualizes a finished product [4.6.4]   |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                   |   |
|--|---|--|--|-------------------|---|
| Knowledge  |   | Application  | Skill Group  | Skill             | Description   |
| 6.4  | List the major destinations of Europe, the Mediterranean, and northern Europe | 6.4.1 Using a wall map, locate major destinations                        | Foundation   | Reading           | Identifies relevant details, facts, and specifications [1.3.16] |
|  |   | 6.4.2 Research and present three basic facts about each destination      |  | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]    |
|  |   |  | Thinking   | Creative Thinking | Combines ideas or information in a new way [4.1.2]              |
| 6.5  | Describe the Orient Express   | 6.5.1 Research and discuss the history and success of the Orient Express | Foundation   | Reading           | Identifies relevant details, facts, and specifications          |
|  |   |  |  | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]    |

## Unit 7: The New Russia

### Hours: 7

Terminology: Commonwealth of Independent States (CIS), Trans-Siberian Railroad

| CAREER and TECHNICAL SKILLS           |   | ACADEMIC and WORKPLACE SKILLS         |  |             |                           |   |
|---------------------------------------|---|---------------------------------------|--|-------------|---------------------------|---|
| What the Student Should be Able to Do |   | What the Instruction Should Reinforce |  |             |                           |   |
| Knowledge                             |   | Application                           |  | Skill Group | Skill                     | Description   |
| 7.1                                   | Define terminology  | 7.1.1                                 | Prepare a list of terms with definitions                                 | Foundation  | Reading                   | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to Russia [1.3.6] |
| 7.2                                   | Discuss the development of the Commonwealth of Independent States   | 7.2.1                                 | Research and discuss the development of the new Russia                   | Foundation  | Reading<br><br>Speaking   | Identifies relevant details, facts, and specifications [1.3.16]<br><br>Communicates a thought, idea, or fact in spoken form [1.5.5]               |
| 7.3                                   | Identify the geography of the Commonwealth of Independent States    | 7.3.1                                 | Create a map of the new Russia   | Thinking    | Creative Thinking         | Uses imagination to create something new [4.1.1]<br><br>Develops visual aids to create audience interest [4.1.4]                                  |
|                                       |   | 7.3.2                                 | Label and color the new states of the new Russia                         |             |                           |   |
| 7.4                                   | Describe air travel in the Commonwealth of Independent States       | 7.4.1                                 | Discuss basic air travel in the Commonwealth of Independent States       | Foundation  | Listening<br><br>Speaking | Comprehends ideas and concepts related to air travel in the CIS [1.2.1]<br><br>Communicates a thought, idea, or fact in spoken form [1.5.5]       |
| 7.5                                   | Explain the Trans-Siberian Railroad                                 | 7.5.1                                 | Discuss the Trans-Siberian Railroad                                      | Foundation  | Speaking                  | Communicates a thought, idea, or fact in spoken form [1.5.5]  |
|                                       |   | 7.5.2                                 | Using the Internet, research and present images of the TSR and its route | Thinking    | Problem Solving           | Comprehends ideas and concepts related to the Trans-Siberian Railroad [4.4.1]   |
| 7.6                                   | Locate major destinations in Russia, Eastern Europe, and Antarctica | 7.6.1                                 | Using a wall map, locate major destinations                              | Foundation  | Reading                   | Identifies relevant details, facts, and specifications [1.3.16]   |
|                                       |   | 7.6.2                                 | Research and present three basic facts about each destination            | Thinking    | Speaking                  | Communicates a thought, idea, or fact in spoken form [1.5.5]  |
|                                       |   |                                       |  |             | Creative Thinking         | Combines ideas or information in a new way [4.1.2]  |

## Unit 8: Asia and the Pacific

### Hours: 3

Terminology: Eastern and Oriental Express

| CAREER and TECHNICAL SKILLS           |   | ACADEMIC and WORKPLACE SKILLS         |   |             |                   |   |
|---------------------------------------|---|---------------------------------------|---|-------------|-------------------|---|
| What the Student Should be Able to Do |   | What the Instruction Should Reinforce |   |             |                   |   |
| Knowledge                             |   | Application                           |   | Skill Group | Skill             | Description   |
| 8.1                                   | Define terminology                                | 8.1.1                                 | Prepare a list of terms with definitions                      | Foundation  | Reading           | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to Asia and the Pacific [1.3.6] |
| 8.2                                   | Locate major destinations in Asia and the Pacific | 8.2.1                                 | Using a wall map, locate major destinations                   | Foundation  | Reading           | Identifies relevant details, facts, and specifications [1.3.16]   |
|                                       |   | 8.2.2                                 | Research and present three basic facts about each destination |             | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]  |
|                                       |   |                                       |   | Thinking    | Creative Thinking | Combines ideas or information in a new way [4.1.2]  |
| 8.3                                   | Discuss travel in Australia                       | 8.3.1                                 | Research rail travel in Australia                             | Foundation  | Reading           | Comprehends written information and applies it to a task [1.3.8]  |
|                                       |   |                                       |   |             | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]  |



## Unit 9: Developing Nations

### Hours: 10

Terminology: Blue Train

| CAREER and TECHNICAL SKILLS           |   | ACADEMIC and WORKPLACE SKILLS         |  |             |                   |   |
|---------------------------------------|---|---------------------------------------|--|-------------|-------------------|---|
| What the Student Should be Able to Do |   | What the Instruction Should Reinforce |  |             |                   |   |
| Knowledge                             |   | Application                           |  | Skill Group | Skill             | Description   |
| 9.1                                   | Define terminology                              | 9.1.1                                 | Prepare a list of terms with definitions                                     | Foundation  | Reading           | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to developing nations [1.3.6] |
| 9.2                                   | Identify developing nations                     | 9.2.1                                 | Research and create a list of developing countries                           | Foundation  | Reading           | Identifies relevant details, facts, and specifications [1.3.16]   |
|                                       |   | 9.2.2                                 | Using a blank world map, color in and label each developing country          | Thinking    | Creative Thinking | Combines ideas or information in a new way [4.1.2]  |
| 9.3                                   | Describe the Blue Train                         | 9.3.1                                 | Explain the development of the Blue Train, and show images from the Internet | Foundation  | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]  |
|                                       |   |                                       |  | Thinking    | Creative Thinking | Combines ideas or information in a new way [4.1.2]  |
| 9.4                                   | Locate major destinations in developing nations | 9.4.1                                 | Using a wall map, locate major destinations                                  | Foundation  | Reading           | Identifies relevant details, facts, and specifications [1.3.16]   |
|                                       |   | 9.4.2                                 | Research and present three basic facts about each destination                |             | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]  |
|                                       |   |                                       |  |             | Thinking          | Creative Thinking   |
| 9.5                                   | Locate major destinations in Antarctica         | 9.5.1                                 | Using a wall map, locate major destinations                                  | Foundation  | Reading           | Identifies relevant details, facts, and specifications [1.3.16]   |
|                                       |   | 9.5.2                                 | Research and present three basic facts about each destination                |             | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]  |
|                                       |   |                                       |  |             | Thinking          | Creative Thinking   |

## Unit 10: Sustainable Tourism

### Hours: 5

Terminology: Adventure travel, Ecotourism, Sustainable tourism

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do  |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                         |  |
|---|--|--|-------------------------|--|
| Knowledge   | Application  | Skill Group  | Skill                   | Description  |
| 10.1 Define terminology   | 10.1.1 Prepare a list of terms with definitions  | Foundation   | Reading                 | Applies information and concepts derived from printed materials [1.3.3]<br><br>Applies/Understands technical words that pertain to sustainable tourism [1.3.6]   |
| 10.2 Discuss sustainable tourism  | 10.2.1 Research sustainable tourism and international values   | Foundation   | Reading<br><br>Speaking | Identifies relevant details, facts, and specifications [1.3.16]<br><br>Communicates a thought, idea, or fact in spoken form [1.5.5]                              |
| 10.3 Describe ecotourism and the Ecotourism Society   | 10.3.1 Explain ecotourism<br><br>10.3.2 Research the Ecotourism Society, and write a short report on its development | Foundation   | Reading<br><br>Writing  | Identifies relevant details, facts, and specifications [1.3.16]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
| 10.4 Explain adventure travel   | 10.4.1 Discuss adventure travel  | Foundation   | Listening               | Comprehends ideas and concepts related to adventure travel [1.2.1]   |
| 10.5 Identify international issues associated with travel -- environmental, social, structural, and animal habitats | 10.5.1 Discuss issues associated with international travel   | Foundation   | Reading<br><br>Speaking | Identifies relevant details, facts, and specifications [1.3.16]<br><br>Communicates a thought, idea, or fact in spoken form [1.5.5]                              |

## **Glossary**

### **Unit 1: Introduction to International Travel**

1. Cholera – disease state caused by contaminated drinking water; characterized by diarrhea and vomiting
2. Hepatitis A – virus spread by contaminated food and water that is characterized early by fever, chills, fatigue, and aches and pains, later by loss of appetite, darkened urine, and yellowing of the whites of the eyes; treated effectively with gamma globulin
3. Hepatitis B – virus spread through skin penetration that is characterized early by fever, chills, fatigue, and aches and pains, later by loss of appetite, darkened urine, and yellowing of the whites of the eyes; gamma globulin treatment is ineffective
4. International arrivals – the number of visitor arrivals to a location, not the number of people arriving; the same person arriving numerous times would be counted each time as a visitor arrival
5. International tourism receipts – revenue that results when international visitors pay for goods and services
6. International tourist – any person who travels to a country in which he or she does not reside for at least one night
7. International visitor – any person who travels to a country in which he or she does not reside for one year or under
8. Jet lag – condition in which the body's internal clock becomes disturbed and disrupts such things as body temperature and sleep patterns
9. Malaria – flu-like illness, caused by the bite of an infected mosquito, that is common in tropical and subtropical areas; characterized by fever and shivers lasting more than two days
10. Meningococcal meningitis bacteria – bacteria that attack the brain and manifest in severe headaches, neck stiffness, and light sensitivity; can be fatal if not immunized against
11. Motion sickness – condition in which the body's senses of balance and movement are disturbed
12. Tetanus – germ that grows inside an infected wound; characterized by jaw and neck stiffening, leading to seizures throughout the body and possibly death if not treated
13. Traveler – a person who makes a journey of some length
14. Traveler's diarrhea – abnormally frequent intestinal evacuations caused by bacteria ingested in food or water; commonly experienced by travelers to developing countries
15. Typhoid fever – stomach infection caused by poor hygiene or contaminated food or water; characterized by diarrhea and fever
16. World Tourism Organization (WTO) – group that publishes current statistics on domestic and international travel and tourism and forecasts 10-year travel and tourism trends

17. World Travel and Tourism Council (WTTC) – multinational organization whose goal is to show governments how travel and tourism benefit local and international economies
18. Yellow fever – condition caused by a virus circulated among animals in certain tropical areas; the main symptom is high fever; common in wet tropical areas like parts of Africa

## Unit 2: Air Travel Geography

1. Airlines Reporting Corporation (ARC) – organization that distributes ticket payments between member carriers
2. Border – line separating countries
3. Eight Freedoms of Air – United Nations regulations that governments must follow during air traffic negotiations
4. Elapsed flying time – total time spent flying from the point of origin to the point of destination
5. Flag carriers – airlines that display their national colors
6. Greenwich Mean Time (GMT) – mean solar time at the Greenwich meridian (0 degrees longitude) on which all time zones are based; also called Universal Time
7. Interline agreement – an understanding between two airlines to transport the other's passengers and transfer those passengers' baggage at connecting points
8. International Airlines Travel Agency Network (IATAN) – organization whose main function is to serve United States travel agencies; services include authorizing American travel agencies to sell international tickets and setting travel industry standards
9. International Air Transport Association (IATA) – private organization of scheduled international airlines that regulates international air traffic
10. Travel agent identification card – document that identifies a United States travel agent as a professional travel industry employee

## Unit 3: Travel Requirements

1. Business visa – visa required for business travel
2. Consul – a government-appointed official who lives in a foreign country to serve, represent, and protect the citizens of the appointing country
3. Customs officers – officials charged with checking baggage for prohibited items in the Customs control area
4. Diplomatic passport – passport issued to a diplomat on government assignment
5. Embassy – body of diplomatic representatives appointed to protect the citizens of the appointing country
6. Green card – document that verifies its holder has obtained permanent resident status in the issuing country
7. Immigration officers – officials charged with checking travel documents immediately when travelers arrive; officers decide if travelers may enter their countries
8. Official passport – passport issued to all government workers except diplomats
9. Passport – government-issued document that identifies its bearer as a citizen of the issuing country or the country in which the bearer was naturalized
10. Regular passport – passport for business or vacation travelers
11. Student visa – visa required for student travel
12. Tourist card – document that replaces the passport or visa
13. Tourist visa exempt – classification in which the passport holder does not need a visa to visit foreign countries; see *visa*
14. Transit visa – visa that is available upon arriving at the airport
15. Visa – endorsement on one of the passport's blank pages that allows the holder to enter a foreign country

## **Unit 4: International Airfares and Ticketing**

1. Adult – person who is 12 years or older when travel commences
2. Air Tariff Book – publication containing comprehensive airfare information
3. Apex fare – discounted economy airfare
4. Child – person between 2-11 years of age when travel commences
5. Connection – portion of a flight that does not interrupt the traveler's journey; also called a transfer
6. Excursion fare – discounted economy fare
7. Infant – person under 2 years old when travel commences
8. Normal fare – unrestricted and totally flexible airfare
9. Point of origin – city in which a journey originates
10. Stopover – traveler's voluntary interruption of a flight for more than six hours between the point of origin and the point of destination

## Unit 5: International Ticketing

No terminology for this unit



## Unit 6: Travel in Europe

1. Bank notes – bank-issued promissory notes payable to the bearer on demand without interest; accepted as money
2. BritRail pass – rail pass needed for travel to, from, or within Great Britain
3. Channel Tunnel – a 31-mile long rail tunnel under the English Channel that connects France with Great Britain; sometimes called the Eurotunnel or the Chunnel
4. Economic and Monetary Union (EMU) – organization dedicated to establishing one stable and standard European currency; one goal of the Maastricht Treaty
5. Eurailpass – most popular European rail pass
6. Europass – rail pass offering unlimited rail travel in five of 17 participating European countries
7. European Currency Unit (ECU) – standard European currency unit; goal of the Economic and Monetary Union; commonly known as the Euro
8. European Economic Community (EEC) – political organization of 12 member countries that is based on the notion of free trade in Western Europe
9. European Union (EU) – unified organization that developed when the 12 EEC members signed the Maastricht Treaty; the group will have expanded to 27 member countries by June 2007
10. Eurostar – high-speed passenger train operating between London, Paris, and Brussels
11. LeShuttle – one-half hour train service that transports passengers and their vehicles through the Channel Tunnel
12. Maastricht Treaty – agreement signed by 12 EEC members to form a united Europe with common foreign, defense, monetary, and immigration policies; also called the Treaty on European Union
13. Nonparticipating countries – countries that do not participate in Europe's Eurailpass program and charge rail travelers fees
14. Rail pass – ticket accepted for train travel; most economical and flexible means of travel in Europe

## **Unit 7: The New Russia**

1. Commonwealth of Independent States (CIS) – treaty that established 11 of the independent Russian republics
2. Trans-Siberian Railroad – railway that runs from Vladivostok to Moscow

## **Unit 8: Asia and the Pacific**

1. Eastern and Oriental Express – southeast Asia's first luxury train that traverses the Malay Peninsula between Singapore and Bangkok

## **Unit 9: Developing Nations**

1. Blue Train – famous South African train that runs between Cape Town and Pretoria

## **Unit 10: Sustainable Tourism**

1. Adventure travel – travel experience in which participants engage in personal challenges in outdoor settings
2. Ecotourism – responsible travel that conserves environmental resources while supporting local people
3. Sustainable tourism – form of tourism that supports the continued survival of indigenous cultures while having as little environmental impact as possible